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OKUL MÜDÜRLERİNİN, EĞİTİM MÜFETTİŞLERİNİN DENETİM OLGUSU VE SÜREÇLERİYLE İLGİLİ ALGISI*

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ÖZET

Bu çalışmanın amacı, eğitim örgütlerinde denetim görevi yapan eğitim müfettişlerinin, denetim süreçleriyle ilgili yaptıkları çalışmaları, okul yöneticilerinin bakış açılarıyla değerlendirmektir. Eğitim ve yönetim bilimindeki gelişmeler beraberinde, okul müdürlerinin rollerini de değiştirmiştir. Klasik eğitim ve yönetim anlayışı yerini, bilgi çağının gereği olan, bilgi temelli, İnsan kaynakları geliştirilmesi anlayışına bırakmıştır. Aynı şekilde eğitim müfettişleri de bu değişimden etkilenerek, öğrenme- öğretme sürecini geliştiren, eğitim sisteminin nitelikli ürünler vermesini sağlayan, rehberliğe ağırlık veren temel unsurlardan biri haline gelmiştir.

Türk Milli Eğitiminin genel amaç ve temel ilkeleri ile eğitim denetimine uygun olarak sıralanan amaçların, uygulamadaki durumunu, okul müdürlerine, sorulan sekiz soruya verilen cevaplara bakarak, eksik yanlarını tespit ve müdürlerin önerilerini ortaya çıkarmak bu araştırmanın problemini oluşturmaktadır.

Araştırmamız yöneticilere sorulan sekiz soruya dayalı olarak eğitim müfettişlerinin, denetim süreci, değerlendirmeye alınmıştır. Araştırmanın evrenini, 2009–2010 öğretim yılında Van ilinde görev yapan, okul müdürleri oluşturmaktadır. Yürütülen bu çalışma da 8 anaokulu ve 17 ilköğretim okulunda çalışan 25 yöneticiye ulaşılmış ve yapılandırılmış görüşme tekniği kullanılmıştır. Yöneticilerin sorulara verdikleri cevaplar benzerliklerine göre kümelenmiştir. Sorulan her soruya ilişkin ortak görüşler kendi içerisinde bağımsız olarak değerlendirilmiş, iyi bir ortamın eğitim ve öğretime olumlu etki yaptığı, rehberlik çalışmasının yeteri kadar verilemediği, okullarda uygulanan, öğretim müfredatının uygulanmasında sıkıntıların olduğu gibi bulgulara ve müfettişlerin branşlaşması, uzmanlaşması, hizmet içi eğitimlerine ağırlık verilmesi, teftiş ve denetim gruplarının ayrılması gibi sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Eğitim Müfettişi, Denetim, Okul Müdürü

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*Bu makale Crosscheck sistemi tarafından taranmış ve bu sistem sonuçlarına göre orijinal bir makale olduğu tespit edilmiştir.

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THE VIEWS OF THE SCHOOLS HEADS TO THE PROCESSES OF SUPERVISION OF EDUCATION INSPECTORS

ABSTRACT

The purpose of this study is to evaluate the studies which were made about the processes of education by the education inspectors who are working as controller in educational organizations with the views of the school heads. In our research, the control process of the education inspectors is evaluated on the basis of eight questions asked school heads. The developments in educational sciences and management sciences have brought about a change in the roles of principals. Classical education and management system has been replaced by an approach involving knowledge-based human resources development as required by the information age. Likewise, education inspectors have been affected by this change, and become one of the primary elements improving learning-teaching process, enabling education system to provide high-quality outputs, and concentrating on counseling.

The problem of this study is to determine the condition in practice of the above-mentioned goals of educational inspection listed as required by the general purposes and basic principles of Turkish National Education, find out deficiencies in this matter, and reveal recommendations of principals in this regard by examining the answers to eight questions asked to principals.

The school heads, who served in the province of Van in 009-2010 academic years, have consisted the process the research. In fulfilled this study, it has been reached the heads of schools of 8 kindergartens and 17 elementary as total 25 heads and structured interview technique has been used. Managers' answers to the questions are grouped according to similarities. It is reached conclusions as common views on every question asked, are evaluated in own within as free, a good environment make a positive impact to education and, the schools which are not given enough guidance work have a loft of available problems of practicing of education curricula, and becoming branch and specialist of inspectors and give importance to training in-service and the separation of supervision and control groups.

Key Words: Education Inspector, Supervision, Training Manager

INTRODUCTION

The developments in educational sciences and management sciences have brought about a change in the roles of principals. Classical education and management system has been replaced by an approach involving knowledge-based human resources development as required by the information age. Likewise, education inspectors have been affected by this change, and become one of the primary elements improving learning-teaching process, enabling education system to provide high-quality outputs, and concentrating on counseling.

Educational administration is a sub-system of public administration. It is the application of public administration in education. As a matter of fact, there is a harmony and parallelism between public administration and educational administration in almost every country. In this regard, French

public administration model has been implemented in administration generally and in educational administration specifically in Turkey since the mid-eighteenth century. It has manifested itself in educational administration as an 'extremely centralist' approach. Since everything is determined and planned from the center within the scope of this approach, educational administrators and school administrators hold office as an 'implementer' rather than an 'administrator'. What this sentence implies is as follows: Being an administrator requires particular authorities and responsibilities. The fundamental rights and responsibilities of administrators are to plan, organize, and coordinate physical and human resources in an organization, ensure their effective usage, and inspect them in order to accomplish organizational goals (Balcı, 2007).

The necessity and importance of inspection in education and school system has been emphasized by many researchers. School system interacts with other social systems. Systems differ from one another in terms of openness, closeness, synergy, innovativeness, and other characteristics. The process of inspection has a mediating function for the improvement of student success. Inspection includes working with individuals and groups. The first element that makes inspection essential is the intention to prevent an organization from losing power, which is known as "entropy" in the administrative literature. A system tends to ensure openness among its constituents through inspection. If the system ends up uncontrolled, it is plunged into loneliness, disorder, closeness, and inertia whereby power loss occurs (Aydın, 2008).

Another element stressing the necessity of inspection in education is that inspection currently has a function focusing on improvement besides controlling. The indispensability of inspection for an organization is a natural result of the decisiveness of the organization to continue its existence. As is known, every organization is established in order to achieve a particular goal or a set of goals, and can maintain its existence as long as it achieves such goal(s). This is why an organization has to continuously know and monitor the degree of accomplishing its goal, which is the raison d'etre for it. It can be achieved only by continuously checking and evaluating the inputs, processes, and outputs of the organization in a planned and programmed manner. This organizational phenomenon indicates the importance and necessity of inspection, which includes a continuous monitoring, examination, evaluation and improvement activity (Aydın 2007).

From the sociological perspective, school is a place where people are prepared for various roles in social life. In fact, distribution of roles, which is prevalent in large society, exists at school, too. School can be defined differently by different people: an organization, a business, a family, a community, etc. Based on the description of school as a community, school is a group of people before anything else. In this sense, it is possible to find a small miniature of what is observed in the large society at school (Açıkalın, 2007).

School administrators and inspectors play a big role in the achievement of organizational goals. From the perspective of new set of values, the primary duty of a principal is to transform school life by concentrating on the meaning universe of it beyond carrying out daily routines of the school, and to open the doors for a new world beyond the phenomena. In other words, the main task of a principal is to constitute a new set of concepts and values, and to guide the stakeholders of school community to form a higher quality, more qualified, and humanitarian life based on a common discourse. Inspectors, who render a service in the sub-system of education, must be regarded as a source that helps teachers and administrators and a power that directs them as in the developed countries, but not as people who distribute awards and penalties (Öz, 1992).

An organization needs to make best use of its resources in order to achieve its goals. In one sense, the degree of achieving one's goals depends on one's capability to use its resources. Therefore, works and activities need to be kept under continuous supervision and inspection in organizations. The most important one is the close monitoring of products and efficiency, and the

adoption of measures to ensure a continuous improvement. In this sense, inspection is of vital importance for organizations (Aydın, 2008). Inspection is an absolute must for an organization.

While (Taymaz 2005) defines inspection as a process of controlling human behaviors for the good of public and organization, Gökçe (1994) puts forward the definition that inspection is a modern, democratic, and humanitarian method aimed at acquiring the highest level efficiency in the achievement of the goals of a system, and an aim achievement method and administrative process serving the purpose of ensuring organizational effectiveness and achieving organizational goals. In this respect, inspection has an important place in the achievement of the goals of educational organizations and evaluation of the outputs of such organizations.

Educational inspection covers such activities as encouragement of the professional development of teachers, re-determination and re-arrangement of educational goals, encouragement of the development of educational tools and methods, and improvement of educational assessment (Gökçe, 1994).

Process means an event, a phenomenon, or an activity. It includes actions, operations, and activities performed within a particular time period. Educational process includes events, learning, and experiences from birth to death.

Perception refers to the meaning and images created by sensations through sense organs in mind. A healthy perception has a very important place in an educational process in that it enables messages to be understood correctly, learning to take place, and proper feedbacks to be provided.

The Process of Inspection

Inspection can be regarded as the process of understanding whether organizational actions are compatible with the goals accepted and the principles and rules determined. The main purpose of inspection is to determine the degree of achieving goals in an organization, take necessary measures for obtaining better results, and improve the process (Aydın, 2007).

The purpose of inspection in education is to determine the degree of achieving the specified goals of education and training and find out the values and operations that are most compatible with the goals of education and training. Therefore, the goals of inspection cannot be determined independently from the goals of system, education, and schools[i]. Inspection broadens the horizons of teachers and students. It creates a desire to improve among the participants of process and increases efficiency (Başar, 1993). One of the goals of educational inspection is to improve curricula and learning & teaching materials besides enhancing learning processes.

It can be said that the effectiveness of an organization depends on its degree of achieving its goals. Organizational goals constitute an information point for organizational activities. The existence of organizational goals is an absolute must for the implementation and management of coordinated activities. Furthermore, organizational goals provide preliminary information for the determination of effective policies, methods, strategies, and principles, determine the future of the organization, and guide organizational activities (Aytek, 1979).

In fact, inspection is an educational dialog process, which is aimed at increasing student success and improving education, in which teachers participate (Sullivan, 1999.) Inspection is an attempt to improve the in-class performances of teachers by ensuring their professional development[ii]. It involves the behaviors designed by organization to directly affect the behaviors of teachers in order to achieve organizational goals and facilitate the learning of students (Alfonso, 1981). The main function of contemporary inspection is to help teachers solve problems on the basis of democratic human relations[iii], and thus to improve education (Oliva, 2001).

Education inspectors are required to perform the above-mentioned process during inspections. The Directive for Counseling and Inspection at Primary Education Institutions specifies the objectives of inspection as follows (MEB, 1991):

- To determine the degree to which public and private primary education institutions achieve their goals;
- To inspect the working conditions of these institutions according to effective legislation;
- To objectively determine and assess the works of the administrators, teachers, and other staff members working at these institutions;
- To provide necessary professional assistance and counseling in order to train on-the-job the administrators, teachers, and other staff members working at these institutions;
- To reveal the problems encountered during the implementation of primary education services;
- To help the administrators, teachers, and other staff members working at primary education institutions work in a cooperative and coordinated manner;
- To give place and importance to in-service training for the sake of the professional development of the administrators, teachers, and other staff members working at these institutions; and
- To guide the works of administrators, teachers, and other staff members in order to accomplish primary education goals in accordance with the general purposes and basic principles of the Turkish National Education System.

The problem of this study is to determine the condition in practice of the above-mentioned goals of educational inspection listed as required by the general purposes and basic principles of Turkish National Education, find out deficiencies in this matter, and reveal recommendations of principals in this regard by examining the answers to eight questions asked to principals.

Purpose:

The purpose of this study is to reveal the views of principals about the processes of inspection carried out by education inspections who attempt to determine the degree to which schools that try to provide education in accordance with the general purposes and basic principles of Turkish National Education achieve this goal, and who make an effort to improve success. In line with this general purpose, an attempt is made to answer the below-mentioned questions:

"a- What is educational inspection? b- How should educational inspection be? c-Is educational inspection necessary? Why?

d- Are inspections performed in accordance with their purposes? If not, what are your solution suggestions? e- Which characteristics do you think education inspectors should have? What do you think inspectors should take into consideration during the inspections?

f- What are the problems in educational inspection? g- Do current processes of inspection have any differences from those implemented in the past? h- What are the positive and negative sides of the inspections performed?

METHOD

Research model

General survey model has been employed in this study. A survey model aims to search a situation existing in the past or today as it was/is. The studies employing survey model do not aim at affecting or changing the result by any means. The target in general survey models is to make arrangements on an entire population or on a purposeful sample in order to reach a conclusion about a population having many elements (Karasar, 2003). This is a qualitative research.

Population & Sample

The population of this study comprises principals working at primary schools located in the province of Van in the 2009-2010 academic year**.** Van is divided by the Directorate of National Education into five educational regions by socio-cultural and economic development. The sample of this study is principals from 3 kindergartens and 5 primary schools from the first region, 3 kindergartens and 4 primary schools from the second region, 2 kindergartens and 4 primary schools from the third region, and 2 primary schools from each one of the fourth and fifth regions, who have been selected by random method. A total of 25 principals working at 8 kindergartens and 17 primary schools have been accessed. Semi-structured interview method has been employed.

Limitations

Since interview technique has been used in the present study, the interviews conducted with only 25 administrators (7 women and 18 men) have been included in evaluation due to the difficulty of accessing all administrators in the city center of Van. The principals working at village and district schools have been excluded, too.

Data Collection Tool & Data Analysis

The data collection tool employed in this study has been developed by researchers through the review of inspection forms used by education inspectors during the inspections. The questions in these inspection forms have been converted, together with the principals, into questions to be answered by principals. Then, the questions have been finalized by taking the opinions of specialized faculty members from the university. Firstly, 8 questions have been prepared for interview, and administered to 25 principals in total. The interviews with principals have been tape recorded. Then, the answers of principals have been clustered and grouped after which analyses have been performed.

Descriptive analysis and content analysis methods have been employed for analyzing the data obtained from the interviews with principals. The obtained data have been clustered based on resemblance. Common opinions about each question have been independently evaluated in themselves.

FINDINGS

Interviews have been conducted with a total of 25 principals (7 women and 18 men). Data in the tapes have been transcribed one by one and subjected to analysis and grouping. The data obtained in this study are itemized and grouped in summary below.

1. What is educational inspection? Almost all principals have described inspection in a couple of ways indicated below:

- Educational inspection is the process where the suitableness of educational environments for education and training is inspected, and counseling (guidance) is provided in this regard.

- Educational inspection is the inspection performed in regard to the applicability of the curricula implemented at schools in accordance with the purposes and principles of primary education.
- Educational inspection is the inspection performed for checking whether curricula are duly and properly implemented and people act in accordance with the purposes of National Education and Ataturk's Principles and Reforms.
- Educational inspection should be counseling-based, and train individuals on-the-job.

Although principals have given different answers to the question of "What is educational inspection", common opinion of the principals about educational inspection can be described as follows: educational inspection is a counseling, measurement, and assessment process addressed to the personnel of educational institutions in order to determine and correct the deficiencies in the activities of these institutions. What is more, it should be counseling-based and train individuals on-the-job.

How should educational inspection be?

- Educational inspection should hold administrators and teachers responsible for subjects about education and training. The inspection should not include buildings, lands, repair works, etc.
- Knowledge measurement is not very important in inspection, but educational dimension should be absolutely inspected.
- Inspection should aim at counseling (guidance). It should not be based on the intention to seek for deficiencies.
- Teachers should be timely informed about the changes in education and training. Counseling should be provided timely and continuously. No inspection should be performed by inspectors apart from those performed by school administration.
- Inspection should be performed by only those inspectors who do not seek for deficiencies but attempt to provide counseling. The inspectors on duty should help administrators. They should not ask questions like, "Why did not you do that?", "Why is it so", etc.
- Educational inspection should be democratic, constructive, and kindly. It should not be used as an instrument of blackmailing.
- Educational inspection should motivate teachers and provide them with self-control capability. The inspection should not demotivate teachers or dampen their spirits.

The answers of principals to the question of "How should educational inspection be" put forward that educational inspection should not question or seek for deficiencies, but provide continuous counseling and include only education and training.

2. Is educational inspection necessary? Why?

- Misconducts need to be prevented, and the works performed need to be appreciated or criticized by higher authorities.
- Inspection must be performed; otherwise education and training may go wrong.
- Principals are more effective in the process of inspection.

- Inspection should be performed by inspectors because school administrators are not informed about the changes in curricula as much as are inspectors.
- It is necessary providing that it is not overbearing.
- Teachers cannot be assessed in just one hour. This kind of an inspection is not necessary at all.
- It is necessary providing that it aims at motivating people.
- It is a must. It is necessary to see whether the works and operations are performed in accordance with relevant rules.
- Educational inspection is necessary to prevent laziness and ensure seriousness in education.
- Inspection is necessary because it is not possible to reach a conclusion about anything that is not measured.
- Educational inspection is necessary to understand the degree to which the purposes of National Education and schools are accomplished.

Principals have emphasized the necessity of inspection to determine the degree to which schools provide education and training in accordance with the general purposes and basic principles of Turkish national education, and to increase success at these educational institutions.

3. What are the problems in educational inspection? Are inspections performed in accordance with their purposes? What are you solution suggestions?

- Educational inspectors are involved in many issues other than education and training (e.g. money affairs, construction works, cleaning works, and repair works).
- The improvement of personal rights of inspectors may enable them to act more enthusiastically.
- Inspectors should not go beyond the scope of the inspection intended. Inspectors should not check toilets. Inspection should be accompanied by love.
- Education inspectors should undergo in-service training courses about their own fields once every three years.
- There should be unity between the practices of inspectors. There should not be distinctions like document focused inspectors, non-document focused inspectors, etc.
- Lack of counseling may be attributed to the limitedness of the number of inspectors. The number of inspectors in provinces should be increased.

Principals generally think that inspections cannot achieve their objectives due to such problems that the number of education inspectors is insufficient, inspectors have a negative attitude towards teachers, there are problems about personal rights, etc. On the other hand, principals are of the opinion that inspections may achieve their objectives if the existing problems are solved.

4. Which characteristics do you think education inspectors should have?

- They should bring their knowledge power forward, and continuously renew themselves. They should always remember that their fundamental duty is to teach.

- Inspectors should be well-equipped and objective, know curricula very well, guide teachers to overcome deficiencies (if any), but should never seek for deficiencies.
- Inspectors should be honest and modest. They should not be arrogant. They should inform related school administration before visiting the school for inspection. The assistant inspectors who have recently come into office are more sensitive in this matter.
- Education inspectors should act in cooperation with principals and teachers, and train them on-the-job.
- Inspectors should contribute to educators, but not punish them. They should display more humanitarian and constructive behaviors. They should always guide educators for the better.
- Inspectors should be experienced, and know the problems of teachers.

In answer to our question about the characteristics of education inspectors, principals have stated that inspectors should act in cooperation with educators, train them on-the-job, adopt improving (not punitive) behaviors, display more humanitarian and constructive behaviors that always direct educators to the better, and improve themselves in such a way that they can make use of their knowledge power.

5. Do current processes of inspection have any differences from those implemented in the past?

- Inspectors have had a more democratic and better approach in recent years. There was formality, but no friendship in the past. Now, the spirit of sharing is more common, which has many positive aspects.
- Current inspectors are better and good-humored. They shake hands with us, and appear to value human. In recent years, evaluation meetings held at the end of inspections have been quite beneficial for teachers.
- Ideology was in the forefront during the inspections performed in the past. Today's inspections seem to have more positive and instructive aspects.
- The views of inspectors about schools and teachers have changed in the positive direction after qualification scoring has been abolished.
- Inspections were more frequent in the past. Now, they are less frequent due to insufficient number of inspectors.

Principals state that there are important differences between the inspections performed in the past and the current processes of inspection. Principals say that the inspections performed in the past mostly aimed for seeking for deficiencies while current inspections generally focus on counseling and improvement. In addition, it is told that current inspectors are warmer towards teachers.

6. What do you think inspectors should take into consideration and audit during the inspections?

- Necessary actions should be taken for those who do not act in accordance with educational goals.
- Inspectors should inspect administrators. They should guide students and teachers, but not inspect them.

- Inspectors should provide counseling especially on the subject of measurement and evaluation.
- Inspectors should guide teachers. They should inform the teachers who have come into office just recently about relevant curricula. The practices of teachers should be inspected. Inspectors should avoid formalities. Efforts aimed at enhancing student success should be made.
- Inspectors should perform inspections by taking into consideration the psychological states of teachers. It is not a reasonable approach to evaluate teachers through scoring. They cannot achieve it in just one course hour.
- Inspectors launch investigations on very simple subjects. This situation causes inspectors to be perceived as a source of fear.
- It is really nonsense that inspectors review the minutes of the meetings conducted by group teachers, check electrical fuses, or look at boiler rooms.

Principals generally think that inspectors should pay attention to improvement rather than the documents at an organization, guide administrators and teachers in regard to measurement and evaluation, avoid assessing educators through scoring, abstain from launching investigations for simple issues, and lend assistance to enhance student success.

7. What are the positive and negative sides of the inspections performed?

- Inspections should be performed in a long time, but they should not be limited to a very short time.
- Inspectors think themselves superior, which is a negative side of the inspections. To mention a positive side of the inspections, inspectors guide teachers and inform them about various subjects, though to a limited degree.
- Schools should not be evaluated physically because primary schools do not have adequate financial resources.
- To mention a negative side of the inspectors, they question too much, and are document focused.
- The most positive side of the inspectors is that they do not have any judgmental attitude as in the past. They assume a more positive attitude aimed at solving problems.

In response to the question about the positive and negative sides of inspections, principals have mentioned that it is unfavorable that inspectors have a tendency to think themselves superior, perform inspections in a short time, are document focused, and question too much. Principals consider it favorable that inspectors guide personnel and offer solution suggestions in regard to deficiencies by using a suitable language.

DISCUSSION

Literature review demonstrates that there is no study about the subject of this study, but there are certain studies showing parallelism with this study in terms of results. The studies having similarities with and differences from the present study in terms of the issues handled herein have been included in the discussion below.

Primary school principals find unfavorable the general attitudes of education inspectors about counseling (guidance) and inspections. This result (tab.7) is parallel with the results of Çiçek, Sağlam and Demir (2009), Renklier (2005), Korkmaz (2007), and Öz (1977)[iv].

The participants of this study have stated that inspection is necessary, but it would be more efficient if it was performed by principals (Tab.4). In response to the question of "how should inspection be", principals have told that it should be limited to course subjects, but should not cover buildings, installations, lands, and repair works (tab. 3).

The principals participating in this study have mentioned that education inspectors fail to provide adequate counseling service. Balcı (2007) and Kale (1995) also demonstrate that education inspectors fail to perform inspection and counseling properly. In this regard, it is seen that inspectors neglect these tasks which must be fulfilled by them. There is a concordance between the results of those studies and the results of the present study in terms of counseling. However, counseling is one of the fundamental duties of inspectors.

The principals argue that inspectors pay too much attention to documents and make unnecessary criticisms. This situation (tab. 4) may demoralize teachers. However, inspectors are required to motivate teachers. An inspector who has a tendency to seek for deficiencies, prepare a bad report, and impose a punishment will most likely cause relevant teachers to attempt to defend themselves, which will prevent on-the-job training and the solution of problems.

CONCLUSION AND RECOMMENDATIONS

This study has attempted to determine the views and evaluations of primary school principals in regard to counseling (guidance) and inspection processes carried out by education inspectors. Based on the obtained findings, it may be a reasonable approach to divide educational inspection into two groups: the inspections performed in the past, and the inspections performed today.

Most principals state that the inspectors performing inspections in the past were harsh and overbearing, focused on documents rather than the essence of works, were too official and cold, had people do whatever they requested, lacked spirit of sharing, and used fear factor as an instrument. Principals generally describe current education inspectors as friendly, moderate and humanitarian people who have a spirit of sharing and a guiding nature. Nevertheless, it is understood that current inspections are still inadequate despite the improvements achieved, the inspections performed are just on paper, inspectors cannot allocate enough time for teachers and administrators (for reasons including but not limited to the insufficient number of education inspectors), and they cannot provide enough counseling service.

Based on the interviews conducted, it is realized that inspection is necessary but the process of inspection malfunctions. Education inspectors should pay more attention to counseling, and perform counseling service in such a way to create positive feelings among personnel in accordance with relevant purposes and principles.

The inspectors engaged in educational inspection should be specialized in their own fields. Specialized inspectors should be cultivated in accordance with the nature of inspection activity. These inspectors should continue their careers in this direction.

The number of education inspectors should be increased so that inspectors can allocate more time for educators.

Education inspectors should undergo in-service training courses from time to time in order to improve themselves.

Educational inspections may be more kindly and functional if education inspectors train educators on-the-job, act in cooperation, display improving (not punitive) behaviors, have more humanitarian and constructive attitudes, and always guide educators for the better. In addition, not all inspectors should have an investigative function. Separate and specialized inspector groups should be constituted for this purpose.

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